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ABSTRACT

Designed to serve as a resource for teachers, students, department chairmen, guidance personnel, and curriculum planners, this curriculum guide is divided into the following sections: (1) basic language plan, (2) first year French, (3) French grammar, (4) second year French, (5) third year French, (6) first year Italian, (7) second year Italian, (8) third year Italian, (9) fourth year Italian, (10) first year Spanish, (11) second year Spanish, (12) third year Spanish, (13) fourth year Spanish, and (14) Spanish culture and civilization. At least one major objective is stated for each section of the guide. This objective is a broad statement encompassing the work of large units or entire sections. Numbered sub-objectives are also included. They are specific statements intended to indicate the level of learning, the course content, and the means of evaluation. Nearly all of the objectives are followed by a list of suggested activities. (Author/PMP)

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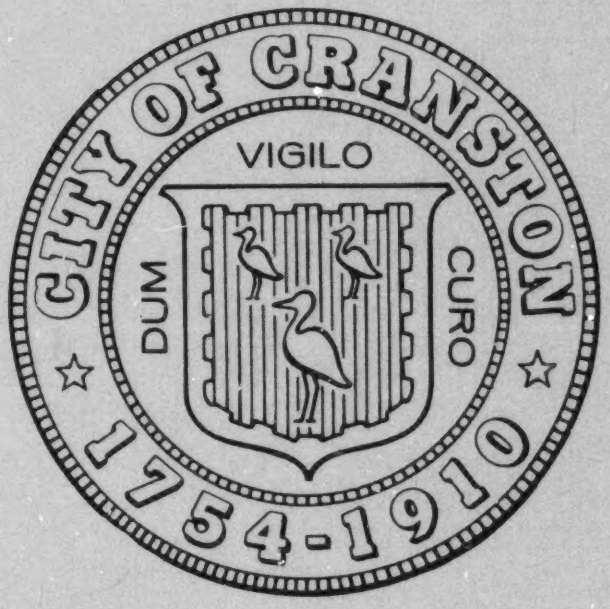
Secondary Schools

CURRICULUM

GUIDE



Cranston School Department

Cranston, Rhode Island

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FOREIGN LANGUAGE

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SECONDARY SCHOOLS CURRICULUM GUIDES

Prepared by:

THE FIFTH QUARTER PLAN

FUNDED BY:

TITLE III, E.S.E.A.

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INTRODUCTORY NOTES

The Cranston Secondary School Curriculum Guides are intended to serve as a resource to teachers, students, department chairmen, guidance personnel, curriculum planners, and anyone else involved in present or future curriculum planning.

Teachers are urged to utilize the guides in lesson preparation and for purposes of providing individual students and groups of students with a resource; student achievement is often influenced by a knowledge of what is expected with respect to course objectives. Differences in abilities and needs among students and classes can be served by selecting appropriate objectives and activities.

The guides will also be useful for purposes of describing and communicating secondary curriculum goals to the public when such a need arises from time to time.

The organization of the guides is such that most sections present materials in terms of portions of a school year, thus making it possible for students to re-learn or make up a portion of a year's course. This is possible whether the course is offered in a full year or in shorter units of time.

GUIDE FORMAT

At least one major objective is stated for each section of the guide. Each is broad in statement encompassing the work of large units or entire sections.

Numbered objectives (Objective #1) are specific and intended to indicate the level of learning (the learning variable), the content (what will be learned), and the means of evaluation. Thus the objective describes learning in relationship to the learner. The teacher's function is to design methods which will effect the result. Most objectives in the guides are followed by "activities."

Suggested activities are intended to support the objective

to which they are assigned. Such statements either relate how the student will attain the objective or may be considered as sub-objectives.

OBJECTIVES IN TERMS OF LEARNING VARIABLES

Bloom and his colleagues devised a taxonomy of educational objectives designed to classify the behavior of students in three domains as a result of having participated in a series of instructional experiences. The three domains are the cognitive (intellectual), the affective (emotional), and the psychomotor (physical). Within each of these domains there is a hierarchy which denotes increasing complexity of learning as shown below.

Cognitive	Affective	Psychomotor
knowledge	receiving	frequency
comprehension	responding	energy
application	valuing	duration
analysis	organizing	
synthesis	characterizing	

In addition to the general technique of the behavioral statement, the authors were careful to differentiate the levels at which given behaviors could be expected of the student. Thus, in the cognitive domain a student's performance in the display of knowledge of a concept is less complex than the student's performance when he applies the concept in a given situation. Similarly, in the affective domain, a response to a situation is not as complex as the display of a value toward a given situation. Precise differentiation among variables is very difficult or, in many cases, impossible, but using these variables to formulate objectives is a means of focusing the attention of the teacher and the learner upon the existence of levels of learning.

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This course will make the student, insofar as his ability permits, as knowledgeable as possible in all phases of foreign language learning by utilizing a single skills approach. The five phases of listening-speaking, reading, writing, and culture-civilization will be taught by the use of various audio-visual media such as records, tapes, filmstrips, slides, films, projectuals, flashcards, flannel cut-outs, charts, maps, and games.

A. LISTENING-SPEAKING

MAJOR OBJECTIVE #1: The student will increase his comprehension of what he hears by distinguishing the sounds and patterns of the target language according to the five stages of learning: recognition, imitation, repetition, variation, and selection, as measured by teacher observation and judgements.

MAJOR OBJECTIVE #2: The student will increase his comprehension of the target language in the listening-speaking phase by reproducing its sounds and patterns as measured by acceptable standards of teacher observation and testing.

Objective #1: The student will demonstrate application in producing the new sounds according to acceptable standards of pronunciation, stress, accent, and intonation by modeling the teacher or some other appropriate stimulus such as a tape or record and measured by teacher evaluation.

Activities

1. Discriminate among the different sounds you hear on the tape provided by checking the appropriate column on the checklist provided.

2. Show that you understand what is meant by accent, stress, and intonation by making a chart of words showing these three factors.

Objective #2: The student will demonstrate the ability to reproduce the new sounds from memory when cued by such visual media as the printed line, flashcards, projectuals, flannel cut-outs, pictures, and such similar realia as measured by teacher evaluation.

Activities

1. Listen to the pattern drills given to you as practice exercises and repeat when cued by your teacher, another student, or by a voice on a tape or record [recorded model].

2. Respond orally to visual cues presented by your teacher, another student, or some printed material.

3. Make up questions to ask other students about visual materials.

Objective #3: The student will apply knowledge of dialogue by supplying the missing lines of a dialogue either heard or seen as measured by teacher evaluation.

Activities

1. Prepare a brief dialogue based on the ones you have heard.

2. Give a short talk on these dialogues.

Objective #4: The student will demonstrate application of dialogue by using appropiate actions and gestures as measured by teacher evaluation.

Activities

1. Memorize the words to songs your teacher tells you to learn and practice the rhythm and melody.

2. Recite poems from memory assigned by your teacher or one you would like to learn approved by your teacher.

Objective #5: The student will demonstrate the use of dialogue by substituting words and/or phrases supplied by a model either teacher, a peer, record, tape, projectual, film, or filmstrip, acceptable performance to be determined by the teacher.

Activities

1. Make up games describing a situation or a person such as "Where am I?" or "Who am I?" or similar ones of your choice using words and patterns you have mastered.

2. Tell what is taking place in a picture or projectual.

Objective #6: The student will demonstrate application to select personal words and/or phrases appropriate to his own particular situation and express them in the target language measured by teacher observation.

Activities

1. Describe a series of slides [Level II] as if you were taking your classmates on a guided tour.

2. Make up a skit with some of your classmates to be presented in class.

(Note to teacher): All of the above activities are expanded for Level II commensurate with students' abilities. Also, the activities could be listed as the situation warrants.

B. READING

MAJOR OBJECTIVE #1: The purpose of this phase is to develop the student's ability to understand the meaning of what is printed or written.

Objective #1: The student will demonstrate his increase in knowledge of simple dialogues, prose, or poetry by teacher standards of acceptable minimum performance and/or tests.

Activities

1. Read by sounding the words as syllables without necessarily knowing the meaning of the word. [Phonics]

2. Read by recognizing words containing the basic sounds of the language so that you will know when and how these sounds occur in the language.

3. Read silently previously learned written material suitable to age level as simple dialogues.

4. Read silently narrative prose as reading exercises in student's text I.

5. Read silently poetry suitable to age level.

6. Read questions and find answers to them in the reading passages at the beginning of each lesson.

7. Read simple narrative prose appropriate to age level from basic readers.

Objective #2: The student will demonstrate the ability to read prose of average difficulty including short stories and plays, as measured by teacher observation and judgement.

Activities

1. Read more advanced dialogues. [Re-combinations]

2. Read silently more difficult prose suitable to age level.

3. Read silently selections from student's second-level text.

4. Do question-answer practice from student's second-level text.

5. Paraphrase more difficult passages.

6. Write brief summaries in English of first level passages; in Spanish for second level.

7. Read newspapers and magazines, and appropriate periodicals.

8. Select books, fiction or non-fiction, and prepare written and oral reports.

9. Develop a sufficient vocabulary by several means: by learning it in context, by using appropriate visual aids, by practicing drill games, by using the dictionary, and by keeping a notebook of difficult words, idioms and expressions.

10. Make a list of loan words, English derivatives, synonyms, antonyms, false cognates, families of words, prefixes and suffixes, and easily confused words.

11. Show that you can derive the meaning of new words from the context by keeping an up-to-date list for your teacher.

C. WRITING

MAJOR OBJECTIVE: The purpose of this phase is to enable the student to indicate his control of the target language by his ability to vary and select the structures of the language he has heard and/or seen.

Objective #1: The student will demonstrate an ability to manipulate the words and sounds of the target language as they appear in written form. Measure by teacher observation and judgement.

Activities

1. Write from dictation the basic patterns you have learned to say.

2. Copy the basic dialogues.

3. Copy the drill exercises from your text.

4. Write sentences in response to an oral or written cue.

5. Make some structure changes such as changing verb tenses, and grammatical and/or syntactical items.

6. Write in missing elements in pre-structured prose. [Filling in blanks]

7. Complete the given sentences by writing the answer which best completes each statement.

8. Write a composition based on simple guide questions. [Controlled composition]

9. Rewrite a dialogue replacing all quotation marks with dashes.

10. Place inverted question marks and exclamation points where needed in the dialogue given. Place periods in place of commas, and commas in place of periods for numerical items.

11. Replace the capital letters with small letters when necessary in the passages given.

12. Abbreviate the personal titles in the passage given.

13. Write a free composition.

14. Take dictation of familiar material.

15. Write exercises given which require the manipulation of structural points.

16. Write answers to oral questions or rejoinders to statements practiced in class.

17. Construct sentences following a model and using controlled vocabulary.

18. Construct sentences using a group of words in the order given.

19. Construct sentences using unscrambled words.

20. Rewrite a paragraph from a reading passage substituting different grammatical structures.

21. Change a dialogue to a narrative.
    Change a narrative to a dialogue.

22. Fill in the skeleton of the dialogue or narrative given.

Objective #2: The student will display his knowledge of the grammar and syntax of the target language as measured by acceptable teacher standards of observation and/or testing.

Activities

1. Use the definite article correctly before the list of words given.

2. Use the indefinite article in the same way.

3. Make up several examples that show the contraction of prepositions with the definite article.

4. Show the proper use of the definite article before titles in both direct address and indirect address.

5. Indicate whether the definite article should be used before nouns in a general sense.

6. Indicate where the neuter form would be used in the list of expressions given.

7. Change each infinitive to a verbal noun in the list given.

8. Replace the possessive in the following exercise with the definite article before parts of the body and articles of clothing.

9. Distinguish between the masculine and feminine forms of the list of nouns given.

10. Form the plural of nouns in the following exercise.

11. Indicate in the following exercise the exceptions to the rules of gender.

12. Give examples of diminutives and augmentatives.

13. Place the subject pronouns before the verb forms.

14. Replace the noun object with the appropriate direct object pronoun.

15. Replace the noun object with the appropriate indirect object pronoun.

16. Replace both noun objects with the appropriate pronouns.

17. Place the pronouns in the proper position in sentences.

18. Replace se for le and les in pronoun combinations.

19. Replace the noun with the demonstrative pronoun.

20. Form questions using the interrogative pronoun.

21. Make up examples using all prepositional pronouns with special attention to the preposition con.

22. Use the reflexive pronouns before the given verb forms.

23. Replace the antecedent with the appropriate relative pronoun.

24. Place adjectives before nouns, making adjectives agree in number and gender with the noun.

25. Use cardinal and ordinal numerals before nouns.

26. Place forms of the possessive adjective before nouns.

27. Rewrite sentences using a past participle as an adjective in each sentence.

28. Learn the list of adjectives which drop off an o before masculine singular nouns and use these adjectives before some nouns.

29. Write sentences which show regular and irregular comparison of adjectives.

30. Write sentences which contain an absolute superlative.

31. Write sentences using the adjective given as a noun.

32. Rewrite sentences using the adjective given as a noun.

33. Change a list of adjectives to adverbs.

34. Write sentences which show regular and irregular comparison of adverbs.

35. Make a list of verbs of motion and include the preposition which is used after each one.

36. Make a list of other verbs which require a preposition.

37. Rewrite sentences replacing the word "for" with either por or para.

38. Write sentences which contain a preposition followed by an infinitive.

39. Write some examples of adjective phrases.

40. Make a synopsis of the model verbs of each conjugation in each person in the indicative mood.

41. Complete sentences with the correct form of either estar or ser.

42. Complete sentences with the correct form of either tener or haber.

43. Make a list of radically changing verbs. Note the spelling changes which occur beside each verb.

44. Make a list of verbs which are irregular in the third person of the preterite tense.

45. Make a list of verbs which have changes in spelling.

46. Make a list of verbs with irregular past participles.

47. Make a list of verbs with irregular present participles.

48. List irregular verbs.

49. Write sentences using impersonal verbs such as gustar, faltar, etc.

50. Write some examples of familiar commands.

51. Rewrite sentences using the reflexive for the passive.

52. Make a synopsis of the model verbs of each conjugation in each person in the subjunctive mood.

D. CULTURE-CIVILIZATION

MAJOR OBJECTIVE: The purpose of this phase is to make the student aware of the life style, behavioral patterns, points of view, and attitudes of the people of the target language by a study of the way these people react to their way of living, their customs, and their habits through a comparison of the characteristic differences between the foreign culture and his own.

Objective #1: The student will increase his knowledge of the impact of the foreign culture upon his own through a study of the contributions [and influences] made by the foreign culture as measured by his ability to perform the following activities:

Activities

1. List the contributions made by the people of the foreign culture that have played a role in developing the history of your country.

2. Make a chart showing the influences of the foreign culture in such areas as food, dress, furniture, architecture, music, and the arts.

3. Make a comparative analysis showing the bicultural differences between the foreign person and yourself in such respects as mannerisms, gestures, actions, and beliefs.

Objective #2: The student will increase his knowledge of the requirements and restrictions of travel through the foreign country by performing the following activities, acceptable performance to be determined by the teacher.

Activities

1. Write a skit which shows the procedure to be used in obtaining a passport.

2. Design a poster which depicts your favorite location of the foreign country.

3. Describe the various means of transportation which can be found in the foreign country.

4. Arrange a guided tour of the points of interest.

5. Make a diagram of common road signs found in the foreign country.

Objective #3: The student will increase his knowledge of the differences in the daily life of the typical family of the foreign country as compared to his own by performing the following activities, acceptable performance to be determined by the teacher.

Activities

1. Make up a booklet of folklore traditions.

2. Make up a sample foreign newspaper page.

3. Compare an American magazine with a foreign magazine.

4. Indicate on a calendar the national holidays and festivals.

5. Describe the kinds of games which foreign children play.

6. Describe popular sports.

7. Describe the differences between city life and country life.

8. Make a floor plan of the typical foreign house.

9. Construct a model house showing all the furnishings.

10. Make a typical daily menu.

11. Show in what ways the foreign school system is different from your own.

12. Write a report on the social behavior of the young people of the foreign country.

13. Describe the arts and crafts which are popular with the young people of the foreign country.

14. Construct a clock and explain how foreign people tell time.

MAJOR OBJECTIVE #2: The purpose of this phase is to develop knowledge of the civilization of the foreign country including its geography, its history and its achievements and contributions in the fields of art, music, literature, science, and commerce. (Note to teacher): Due to the specific nature of objectives 2, 3, and 4, the activities would apply to Level II students and possibly to enriched I.

Objective #1: The student will increase his knowledge of the topography and geography of the foreign country by doing the following activities, minimum acceptable performance to be determined by the teacher.

Activities

1. Construct a map of the foreign country and include the boundaries of the principle mountain ranges, the major cities and the principle rivers.

2. On another map identify the provinces of the foreign country and give their backgrounds.

3. On another map indicate the regions of the foreign country showing their products and industry.

4. Make a chart that shows the contrast between the urban, rural and suburban population.

5. Make a chart showing the variations in climate of the foreign country.

6. Make a map showing the famous landmarks of the foreign country, with a description of their historical background.

Objective #2: The student will increase his knowledge of historical perspective of the foreign country by doing the following activities, minimum acceptable performance to be determined by the teacher.

Activities

1. List the important dates and events of the foreign country and indicate how they have had particular significance for its development.

2. Identify the holidays of the foreign country and show how they have historical value for its people.

3. Name prominent personalities of the foreign country and tell in what way they have played a significant role in shaping the destiny of the country.

4. List the different branches of the foreign government and chart their relationship.

5. Identify the powers of each section or branch of the foreign government and tell how they effect the daily lives of the people.

6. Explain how government officials are elected.

Objective #3: The student will increase his knowledge of how socio-economic conditions effect the people of the foreign country by the following activities, minimum acceptable performance to be determined by the teacher.

Activities

1. Name the major cities of the foreign country and show how they are important from either a social or economic standpoint.

2. List the industries of the foreign country and show how they effect the economy.

3. Indicate by either a bar graph or a line graph the economic growth of the foreign country within the past ten years.

4. Identify the natural resources of the foreign country and show how they have contributed to its economic growth.

5. List the institutions of the foreign country and show how they effect the social life of its people.

Objective #4: The student will increase his knowledge of the contributions made by prominent artists and scientists of the foreign culture to world culture by performing the following activities, minimum acceptable performance to be determined by the teacher.

Activities

1. Name the important composers of the foreign culture and show how they have contributed to the world of music.

2. List the authors of the foreign culture and establish their place among the literary works of the world.

3. Name some important artists of the foreign culture and indicate how they have contributed to the world of art.

4. List some important scientists and tell in what way they have contributed to the field of science.

FRENCH CONVERSATION

MAJOR OBJECTIVE:

THE STUDENT WILL APPLY KNOWLEDGE OF FRENCH CONVERSATION BY COMPLETING THE FOLLOWING LEVEL, MINIMUM ACCEPTABLE PERFORMANCE TO BE DETERMINED BY THE TEACHER.

Objective #1: The student will display knowledge of the sounds of the French language by satisfactorily partitipating in the following activities evaluated by teacher observation and testing.

Activities:

1. Pronounce the French vowels.
2. Pronounce the French consonants.
3. Determine which final consonants are pronounced and which are silent.
4. Produce the French sounds accurately.
5. Determine when liaison takes place.
6. Pronounce words with the proper stress and intonation.
7. Read the dialogues with acceptable pronunciation of individual sounds and proper intonation.
8. Produce any line of the dialogue from memory when cued by a preceding line.
9. Enact the dialogue using proper gestures.
10. Use the words and expressions in the dialogue in realistic situations.
11. Sing songs chorally with the rest of the class at the required speed for a particular tune, pronouncing individual sounds accurately and producing the proper patterns of rhythm and melody.

Objective #2: The student will increase in comprehension of the French language in spoken and listening situations by satisfactorily participating in the following activities evaluated by teacher observation and testing.

12. Read dialogues with good pronunciation and intonation.
13. Produce the appropriate sentence of the basic dialogue in response to a question concerning dialogue.
14. Give answers to any questions concerning the dialogues.

15. Vary the lines of dialogue.

16. Paraphrase the content of dialogue in simple French.

17. Read a monologue aloud with good intonation and pronunciation.

18. Respond to any questions based on the monologue.

19. Present an oral report to the class with the aid of notes.

20. Answer questions concerning the report.

21. Take part in classroom discussions based on reports given by other students.

22. Vary the lines of the dialogue according to variations practiced in class.

23. Use what he has learned from the dialogues in a realistic conversation.

24. Write any line from the basic dialogues from dictation.

Objective #3: The student will apply his knowledge of French conversation in the following suggested activities evaluated by teacher observation and testing.

25. Read the basic dialogues aloud with acceptable pronunciation of individual sounds, and with accurate production of the patterns of rhythm and melody.

26. Produce any line of the basic dialogues when cued by a preceding line or by the teacher's use of directed dialogue.

27. Take part in an enactment of the basic dialogues using appropriate actions and gestures after choral rehearsal.

28. Vary individual lines of the basic dialogues to the extent of changes practiced in variation practice.

29. Take part in realistic communication through personalized performance of exchanges modeled on the variation practices.

30. Write from dictation with accurate spelling and punctuation any line of the basic dialogues, or any sentence based on the variation tables or the variation practices.

31. Read aloud one role of a conversation with meaningful phrasing and appropriate intonation.

32. Produce orally or in writing appropriate short answers to questions based on the conversation.

MAJOR OBJECTIVES:

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF FRENCH STRUCTURES BY COMPLETING THE FOLLOWING LEVEL WITH MINIMUM ACCEPTABLE PERFORMANCE DETERMINED BY THE TEACHER.

I. French Structures

Objective #1: The student will display knowledge of the use of pronouns in various grammatical constructions as outlined in the following activities and measured by teacher observation and tests.

Activities:

1. Use the pronoun en correctly in a sentence.
2. Substitute the pronoun en for de and a noun modified by an expression of quantity, a verbal phrase requiring de, and the partitive article and a noun.

ex:	J'ai trois livres	j'en ai trois
	j'ai peur de courir dans le louloir	j'en ai peur
	j'ai beaucoup d'argent	j'en ai beaucoup
	j'ai beaucoup d'argent	j'en ai beaucoup
	j'ai des stylos	j'en ai

3. Use reflexive pronouns correctly in sentences..declarative and interrogative.

   ex: Je me lave - est-ce que je me lave? Tu te laves - te laves-tu?

4. Use the forms of the reflexive pronouns in negative sentences.

   ex: Je ne me lave pas.

5. Use the forms of the reflexive pronouns with verbs in the passé composé. Declarative, negative and interrogative.

   ex: je me suis lavé, je ne me suis pas lavé, t'es-tu lavé?

6. Use direct object pronouns in sentences. Declarative, interrogative.

   Ex: il le voit, le voit-il? il ne le voit pas. voyez-le.

7. Use direct object pronouns with verbs in the passé composé. Declarative, negative and interrogative.

   ex: Il l'a vu. Il ne l'a pas vu. L'a-t-il vu?

8. Use indirect object pronouns in sentences. Declarative, negative, and interrogative.

   ex: Il lui donne le livre. Il ne lui donne pas le livre. Lui donne-t-il le livre?

9. Use indirect object pronouns with verbs in the passe compose. Declarative, negative and interrogative.

   ex: Il lui a donne le livre. Il ne lui a pas donne le livre, lui a-t-il donne le livre?

10. Use the adverbial pronoun y in sentences. Declarative, negative, and interrogative.

    ex: Il y va. Il n'y va pas. Y va-t-il?

11. Use the adverbial pronoun y with verbs in the passé composé. Declarative, negative and interrogative.

    ex: Il y est allé. Il n'y est pas allé. Y est-il allé?

12. Recognize the difference between the use of the pronoun en and the direct object pronouns.

13. Recognize the difference between the use of the pronoun y and the indirect object pronouns.

14. Use the relative pronouns qui, que, and lequel (laquelle, lesquels and lesquelles).

15. Form the contractions of the prepositions à and de with the relative pronouns lequel, lesquels and lesquelles.

    ex: duquel, desquels and desquelles.

16. Use the interrogative pronouns.

17. Use quel as an interrogative adjective.

18. Recognize and use the forms of the disjunctive pronouns to emphasize the subject, after prepositions, with c'est and ce sont, and with même.

Objective #2: The student will display knowledge of the use of verbs in various grammatical constructions as outlined in the following suggested activities and measured by teacher observation and tests.

19. Form the present tense of verbs like prendre.

20. Use the verb penser with the preposition à.

21. Use the verbs commencer, apprendre, and continuer when they are followed by the infinitive of another verb.

    ex: je commence à étudier.

22. Use the verbs finir, obéir, choisir, and décider when they are followed by the infinitive of another verb.

    ex: J'ai fini de parler.

23. Use the verbs dire and demander when they are followed by the infinitive of another verb.

24. Use the verb jouer when followed by the prepositions à and de.

    ex: Je joue du piano. Je joue au football.

25. Use the verbs penser and asperer with the expressions que oui and que non.

26. Use the verb être with the preposition à to show possession.
27. Recognize the difference between the verbs connaître and savoir.
28. Use the verbs acheter and enlever with the preposition à.
29. Use the following verbs which change their meaning in the reflexive form; se servir, se demander, s'attendre, se trouver and s'entendre bien avec.
30. Express actions which began in the past and are still going on in the present by using depuis and the present tense of the verb.
31. Form the past participle of all regular verbs.
    ex: parler-parlé finir-fini attendre-attendu
32. Form the passé composé of all regular verbs.
    ex: j'ai parlé j'ai fini j'ai attendu
33. Form the negative and interrogative of verbs in the passé composé.
    ex: Je n'ai pas parlé. Est-ce que j'ai parlé? As-tu parlé?
34. Form the passé composé of verbs which have être as their helping verb. ex: Je suis allé.
35. Form the past participle of all irregular verbs which they have studied.
36. Use the passé composé in sentences to express the past tense.
37. Show the agreement of the past participle with verbs conjugated with être, and with verbs which are preceded by their direct objects.
38. Form the future tense of all regular verbs.
    ex: Je parlerai. Je finirai. Je perdrai.
39. Form the future tense of all irregular verbs already studied.
40. Form the negative and interrogative of verbs in the future.

Objective #3: The student will display knowledge of the use of adjectives in various grammatical constructions as outlined in the following suggested activities and measured by teacher observation and tests.

41. Give the forms of the regular and irregular adjectives which precede the nouns they modify.

    ex: beau, bel, beaux, belle, belles

42. Make the adjectives agree with the nouns they modify and use them in sentences.

43. List and use the cardinal numbers from one to one million.

44. List and use all the ordinal numbers.

45. Use peut-être in sentences.

46. Use the construction ne...que in sentences.

47. List the colors and use them as adjectives.

48. Use adverbs with verbs in the passé composé.

49. Use expressions with the verb avoir.

    ex: avoir faim avoir tort

50. Use the past participles of verbs as adjectives.

51. List the forms of adjectives which follow the nouns they modify.

52. Make irregular adjectives agree with the nouns they modify and use them in sentences.

MAJOR OBJECTIVE

THE STUDENT WILL DISPLAY KNOWLEDGE OF FUNDAMENTAL ELEMENTS OF FRENCH GRAMMAR AS MEASURED BY TEACHER-MADE TESTS.

Activities:

1. Identify the gender and number of given nouns and determine the correct form of the definite article to be used with each noun. There is no rule for determining the gender of French nouns.

   the man and woman — l'homme et la femme

2. Identify and use the contractions of the prepositions à and de.

3. Determine the correct form of the indefinite article to be used with each given noun.

   The indefinite article (a or an) is often used to identify the gender of French nouns.

4. Use the correct form of the demonstrative adjective with all familiar nouns.

5. Make the adjective agree in gender and number with the noun it modifies.

6. Determine the gender and number of possessives and use them with nouns.

7. Identify the subject pronouns and be able to substitute pronouns for nouns.

8. Identify the forms of the present tense of regular first conjugation verbs. First conjugation verbs are identified by their infinitive ending er.

9. Identify the forms of the present tense of regular second conjugation verbs.

10. Identify the forms of the present tense of regular third conjugation verbs. A third conjugation verb may be identified by its infinitive.

11. Identify and use the imperative forms of all regular verbs. The imperative forms of verbs are taken from the present tense forms.

12. Determine the negative form of all verbs in the present declarative and imperative forms.

13. Form the interrogative of all verbs in the present tense. There are three ways of forming questions in French.

14. Identify the forms of the present tense of the irregular verb <u>être</u>.

15. Identify the forms of the present tense of the irregular verb <u>aller</u>.

16. Tell time in French.

17. Form the negative interrogative.

MAJOR OBJECTIVE

THE STUDENT WILL DEMONSTRATE A KNOWLEDGE OF READING IN THE FRENCH LANGUAGE AS DEMONSTRATED IN ORAL EVALUATIONS.

Activities:

1. Read by sounding out the words as syllables without necessarily knowing the meaning of the words.
2. Read by recognizing words containing the basic sounds of the language so that he will know when and how these sounds occur in the language.
3. Read orally, connected prose consisting of material to which he had already been exposed.
4. Read orally, connected prose with which he is unfamiliar, not necessarily understanding the meaning.
5. Read and understand works of simple meaning.
6. Read and understand works of average difficulty, such as magazines, newspapers, and books of a relatively simple nature.
7. Do outside reading for book reports, both oral and written.
8. Develop a sufficient vocabulary by several means: by learning it in context, by using appropriate visual aids, by practicing drill games, by using the dictionary, and by keeping a notebook of difficult words, idioms and expressions.
9. Read without translating after demonstrating the ability to understand what is read.
10. Paraphrase a given passage.

MAJOR OBJECTIVE: FRENCH WRITING

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF FRENCH STRUCTURES BY COMPLETING THE FOLLOWING ACTIVITIES IN WRITTEN FORM, MINIMUM PERFORMANCE TO BE DETERMINED BY THE INSTRUCTOR.

Activities:

1. List and use the forms of the demonstrative pronouns.
2. Use the forms of the relative pronouns ce qui, ce que, où, dont and ce dont.
3. Use the indefinite subject pronoun on.
4. List and use the forms of the possessive pronouns.
5. Use two object pronouns in the same sentence, declarative, negative, interrogative and imperative.
6. Form and use the present participle.
7. Use the verb faire followed by an infinitive to express the idea that the subject has done something.
   a. with one object
   b. with two objects.
8. Form and use the past infinitive of verbs.
9. Use the future tense in conditional sentences.
10. Form the future of all irregular verbs already learned.
11. Form the future perfect of all regular and irregular verbs.
12. Use the future perfect in sentences.
13. Form the perfect conditional of all regular and irregular verbs already learned.
14. Use the perfect conditional in sentences.
15. Form and use the participe compose.
16. Distinguish between regular reflexive verbs and those with pronouns used in the reciprocal sense.
17. Form the imperfect of all regular and irregular verbs already studied.
18. Use the imperfect in sentences.
19. Determine when to use the imperfect and when to use the passé composé to express the past tense.

20. Form the plus-que-parfait of verbs using être and avoir. declarative, negative, and interrogative.

21. Use the plus-que-parfait in sentences.

22. Form and use the passive voice of all verbs already studied. Declarative, negative and interrogative.

23. Form and use the passé composé of the passive voice.

24. Form and use the imparfait of the passive voice.

25. Form the present subjunctive of all verbs already studied.

26. Use the present subjunctive with negative sentences where uncertainty is expressed.

27. Use the present subjunctive in clauses following certain impersonal expressions.

28. Use the present subjunctive in clauses which follow a verb expressing which command or preference.

29. Use the present subjunctive after certain conjunctions.

30. Form and use the past subjunctive.

31. Form the negative of the infinitive form of the verb.

32. Form and use the comparative of adjectives.

33. Form and use the superlative of adjectives.

34. Form and use the comparative of adverbs.

35. Form and use the superlative of adverbs.

36. Use adjectives with rien and quelque chose.

37. Use the construction which has infinitives following adjectives.

38. Determine the meaning and use correctly adjectives whose meanings change according to their position in the sentence.

39. Use plus...plus and moins...moins in sentences.

40. Use autre part, quelque part, and nulle part in sentences.

41. Use n'importe in sentences.

42. Use the forms tel and tel que.

43. Use the present participle as an adjective.

44. Use the word tout as an adjective and as a pronoun.

45. List and use all prepositions.

46. Use quelqu'un and personne in sentences.

47. Use the negative expressions ne...plus, rien, jamais and personne.

48. Use the proper form of the pronoun with the verb être, depending on which follows: the verb, noun, adjective or quantity article.

49. Use c'est...que to stress the importance of something.

50. Determine the correct preposition to be used with the names of cities, countries or continents.

51. Use the negative construction ne...ni...ni.

52. Determine the proper use of all verbs which render the meaning to take or to bring.

53. Use il y a...que for a substitute of depuis.

54. Use the expressions J'ai entendu dire and j'ai entendu parler.

55. Form all the tenses learned of the following verbs: tenir, obtenir, contenir, suivre, devoir, plaire, setaire, se rappeler, se souvenir, suffrir, vivre, construire, detruire, traduire, conduire, peindre, eteindre, offrir, descoucrir, souffrir, rire, sourire, craindre, plaindrer, and envoyer.

MAJOR OBJECTIVE: FRENCH CULTURE AND CIVILIZATION

THE STUDENT ENROLLED IN A JUNIOR HIGH FRENCH CLASS WILL DEVELOP A VALUE FOR THE FRENCH LANGUAGE AND CULTURE AS MEASURED BY HIS ABILITY TO PERFORM THE FOLLOWING ACTIVITIES, DETERMINED BY CONSULTATION BETWEEN STUDENT AND TEACHER.

I. INTEREST IN THE STUDY OF A FOREIGN LANGUAGE

Activities:

1. Identify French people who have played an important part in shaping the history of the United States.
2. Indicate the ways in which French food, dress, furniture, architecture, music and arts have influenced America.
3. Identify the ways in which the French way of life has influenced the American way of life.

II. TAKING A TRIP TO FRANCE

4. List the various ways, modes of travel, in France.
5. Describe the procedure to be used in obtaining a passport.
6. Use French currency.
7. Recognize the characteristics of French landscapes, streets, buildings, stores and farmlands.

III. VISITING A HOME IN FRANCE

8. Relate how the typical French family lives.
9. Describe the types of dwellings, rooms, furnishings, and typical meals of the French family.
10. Describe the French school system and recognize the difference between the French and the American systems.
11. Identify amusements and sports which are popular in France.
12. Recognize the difference between the city life and the country life of France.

IV. PHYSICAL FEATURES OF FRANCE

13. Identify the size, population and boundaries of France.

14. List and identify on a map of France the principal mountain ranges.

15. List and identify on a map of France the major cities.

16. List and identify on a map of France the principal rivers.

17. Identify some of the more celebrated provinces of France and give reasons why they are considered important.

18. Recognize some of the more famous landmarks of France and be able to give historical background of each.

19. Associate certain industries with certain regions of France.

20. Identify certain areas of France as having a particular type of climate.

V. HISTORICAL BACKGROUND

21. List important events and dates in the history of France.

22. List names and dates of French holidays and be able to give their historical background.

23. Recognize the names of outstanding personalities in the history of France.

24. List the branches of the French Government.

25. Identify the powers of each section or branch of the French Government.

26. Explain how government officials are elected in France.

VI. SOCIAL AND ECONOMIC FACTORS

27. Identify the major cities of France as being important for specific reasons such as: capitals, commerce centers, seaports or medieval centers.

28. Identify the important industries of France.

29. Identify the resources of France.

30. Identify the institutions of France.

VII. ARTS AND SCIENCES

31. Identify some of the major French composers along with some of their works.

32. Identify some of the major French authors along with some of their works.

33. Identify some of the major French artists and some famous paintings.

34. Identify some French scientists along with their contributions to the field of science.

MAJOR OBJECTIVE : FRENCH GRAMMAR - REVIEW TO ADVANCED

THE STUDENT WILL INCREASE HIS COMPREHENSION OF FRENCH GRAMMAR BY PERFORMING THE FOLLOWING ACTIVITIES AS MEASURED BY TEACHER JUDGMENT, OBSERVATION, AND TESTS.

Activities:

1. Conjugate the auxiliary verbs avoir and être in the past definite.
2. Conjugate er verbs in the past definite.
3. Conjugate ir and re verbs in the past definite.
4. Conjugate oir verbs in the past definite.
5. Conjugate the auxiliary verbs avoir and être in the present subjunctive.
6. Conjugate er verbs in the present subjunctive.
7. Conjugate ir verbs in the present subjunctive.
8. Conjugate re verbs in the present subjunctive.
9. Conjugate any verb in the past subjunctive.
10. Write a verb chart (schéma) for avoir, être and all regular verbs.
11. Write the complete list of demonstrative adjectives.
12. Demonstrate knowledge of demonstrative adjectives by: constructing sentences in French using Demonstrative adjectives and by translating into French, English sentences which contain demonstrative adjectives.
13. Write the complete list of demonstrative pronouns.
14. Demonstrate knowledge of demonstrative pronouns by constructing sentences in French using demonstrative pronouns and translating into French, English sentences which deal with demonstrative pronouns.
15. Write the complete list of possessive adjectives.
16. Demonstrate knowledge of possessive adjectives by constructing sentences in French using possessive adjectives and by translating into French, English sentences which contain possessive adjectives.

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17. Write the complete list of possessive pronouns.

18. Demonstrate knowledge of possessive pronouns by constructing sentences in French using possessive pronouns and by translating into French, English sentences which contain possessive pronouns.

19. Demonstrate knowledge of subordinate clauses introduced by quand, desque, lorsque, aussitot que by constructing sentences in French using quand, desque, etc. to introduce the subordinate clause.

20. Demonstrate knowledge of the verbs dire and faire by writing a schéma (verb chart) of these two verbs.

21. List all verbs conjugated with être excluding reflexive verbs.

22. Make the agreement of the past participle of verbs conjugated with avoir or etre by: constructing sentences in French using a compound tense of the verb; translating into French, English sentences which contain verbs in compound tenses; taking a French dictation which contains compound tenses of verbs.

23. Demonstrate knowledge of the verbs aller and venir by writing a schéma (verb chart) for these two verbs.

24. Demonstrate knowledge of reflexive verbs by selecting and identifying the reflexive verbs contained in a given paragraph.

25. Understand the rule for the agreement of reflexive verbs by: constructing sentences in French using reflexive verbs in a compound tense; translating into French, English sentences which contain reflexive verbs in compound tenses; taking a dictation in French.

26. Use the passive voice by: identifying passive voice sentences; constructing passive voice sentences; translating into French, English sentences which are in passive voice.

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27. Demonstrate knowledge of conditional sentences by: constructing conditional sentences in French and by translating into French, English conditional sentences.

28. Write a schema (verb chart) for the verbs recevoir and devoir.

29. Use the proper tense of the verb devoir in a given sentence by translating English sentences into French.

30. List the requirements for the subjunctive.

31. List at least 5 verbs that express will, 5 verbs that express doubt, 5 verbs that express emotion.

32. List at least 5 impersonal expressions that are followed by the subjunctive and 5 impersonal expressions followed by the indicative.

33. List at least 5 conjunctions that are followed by the subjunctive.

34. Construct sentences to demonstrate when conjunctions de sorte que, de maniere que, and de façon que are followed by the subjunctive and when these conjunctions are followed by the indicative.

35. Use the correct subjunctive (present subjunctive or past subjunctive) in a sentence that is provided.

36. Use the imperfect tense by translating an English paragraph into French or by constructing French sentences.

37. Write a schéma (verb chart) for the verb voir, envoyer, courir.

38. List the object pronouns.

39. List the rules for the position of object pronouns.

40. Rewrite sentences replacing nouns with the proper object pronouns.

41. Translate into French, English sentences which contain object pronouns.

42. Write the functions of y and en.

43. Use y and en in sentences.

44. Write a verb chart for the verbs conduire and boire.

45. List the emphatic pronouns.

46. List the rules for the use of emphatic pronouns.

47. Construct French sentences using emphatic pronouns.

48. Translate into French, English sentences which apply to emphatic pronouns.

49. Write a verb chart for the verbs lire and écrire.

50. List at least 10 verbs which are followed immediately by the infinitive form of another verb.

51. List at least ten verbs which are followed by à, to introduce an infinitive.

52. List at least ten verbs which are followed by de, to introduce an infinitive.

53. Write a verb chart for falloir and pleuvoir.

54. Write a list of the types of adjectives that follow a noun.

55. Construct French sentences using the various types of adjectives that follow the noun.

56. Translate into French, English sentences which have nouns modified by different types of adjectives.

57. List the 3 degrees of the comparison of adjectives and adverbs and they will write examples in French for each degree.

58. Write in French the comparative of the adjective good and of the adverb well; give examples in French of the two.

59. Write the superlative form of an adjective and an adverb in French giving an example for each.

60. Write the superlative form of the adjective good and the adverb well giving an example for each.

61. List at least 7 negatives.

62. Make affirmative statements negative by using the appropriate negative.

63. Construct French sentences using ne...personne and ne...rien as subject of the verbs.

64. Negate French sentences whose verbs are in compound tenses.

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65. Write a verb chart for the verbs partir, rire, croire.

66. Write the general rule for the use of the partitive adjective de and write examples for the rule.

67. List the exceptions to the general rule for the use of the partitive adjective de and give examples for each exception.

68. List the exceptions to the exceptions thereby referring back to the general rule for the use of the partitive adjective de and give examples.

69. Write a verb chart for the verbs connaitre and vivre.

70. Write and say cardinal and ordinal numbers in French.

71. List the relative pronouns.

72. Construct French sentences using relative pronouns.

73. Translate into French, English sentences which contain relative pronouns.

74. Write a verb chart for the verbs craindre, hair.

75. Construct French sentences using depuis, voilà...que, il ya...que, and the present tense of the verb.

76. Translate into French, English sentences which require depuis, il ya...que, voilà...que and the present tense.

77. Construct French sentences using depuis, il y avait... que, voilà...que and the imperfect tense.

78. Translate into French, English sentences which require depuis, il y avait...que, voilà...que and imperfect tense.

79. Write a verb chart of the verbs s'asseoir and suivre.

80. List the rules for the use of the subject pronouns il, ils, elle, elles as subject of the verb être and write examples.

81. List the rules for the use of ce as subject of the verb être and give examples.

82. List the rules for the use of il, the impersonal pronouns, as subject of the verb être and give examples.

83. Write a verb chart for the verbs vouloir and ouvrir.

84. State how one identifies a feminine country and tell how one expresses to, at, in, from a feminine country.

85. State how one identifies a masculine country in French and tell how one expresses to, at, in, from a masculine country.

86. Express to, at, in, from a city in French.

87. Write a verb chart for the verbs plaire, mourir, naitre.

88. List the interrogative adjectives and state their functions and give an example for each function.

89. List the interrogative pronouns.

90. Construct sentences in French using interrogative pronouns.

91. Translate into French, English sentences which contain interrogative pronouns.

92. Write a verb chart for the verbs valoir and cueillir.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE COMPREHENSION OF THE FRENCH LANGUAGE BY PERFORMING THE FOLLOWING ACTIVITIES AS MEASURED BY TEACHER JUDGMENT, OBSERVATION AND TESTS.

Activities:

1. Demonstrate ability to make the agreement of the past participle of verbs conjugated with avoir or être by: (a) constructing sentences in French using a compound tense of the verb; (b) translating English sentences into French sentences which contain verbs in compound tenses; (c) taking a French dictation which contains compound tenses.

2. Demonstrate application of reflexive verbs by selecting and identifying the reflexive verbs contained in a given paragraph.

3. Demonstrate the rule for the agreement of reflexive verbs by: (a) constructing sentences in French using reflexive verbs in a compound tense; (b) translating English sentences into French sentences which contain reflexive verbs in a compound tense; (c) taking dictation in French.

4. Demonstrate the use of the passive voice by: (a) identifying passive voice sentences; (b) constructing passive voice sentences; (c) translating English sentences into French sentences which are in the passive voice; (d) writing an active voice sentence and reconstructing it into a passive voice sentence.

5. Replace passive voice sentences by using the on construction.

6. Replace passive voice by using a reflexive verb.

7. Write the rule for the formation of the present participle.

8. List the functions of the present participle and write an example for each function.

9. Draw a verb chart for the verbs voir, envoyer, fuir.

10. Demonstrate the conjugation of the auxiliary verbs avoir and être in the past definite.

11. Demonstrate the conjugation of any regular verb in the past definite.

12. Identify the distinction between the use of the passé composé and l'imparfait.

13. Construct French sentences using depuis, il y a...que, voilà...que and the present tense of the verb.

14. Translate English sentences into French sentences which require depuis, il y a ... que, voilà...que and the present tense of the verb.

15. Construct French sentences using depuis, il y avait... que, voilà...que and the imperfect tense.

16. Translate English sentences into French sentences which require depuis, il y avait...que, voilà...que and the imperfect tense.

17. Draw a verb chart for the verbs ouvrir, croire, s'asseoir.

18. Apply knowledge of conditional sentences by constructing conditional sentences in French and by translating English sentences.

19. List ten negative expressions.

20. Construct French sentences using ne....personne and ne...rien as subject of the verb.

21. Make affirmative statements negative by using the appropriate negative.

22. Draw a verb chart for the verbs tenir, recevoir, devoir.

23. Demonstrate the construction of French sentences which are introduced by quand, desque, lorsque, aussitôt que and which use the future or future perfect tense of the verb.

24. List the requirements for the subjunctives.

25. List five verbs that express will, four verbs that express doubt, five verbs that express emotion.

26. List five impersonal expressions that are followed by the subjunctive and five impersonal expressions followed by the indicative.

27. List five conjunctions that are followed by the subjunctive.

28. Construct French sentences to demonstrate when the conjunctions de sorte que, de mainere que, and de façon que are followed by the subjunctive and when these conjunctions are followed by the indicative.

29. Construct French sentences using the subjunctive in relative clauses.

30. Construct French sentences using the subjunctive in independent clauses.

31. Conjugate avoir and être in the imperfect subjunctive.

32. Conjugate any verb in the imperfect subjunctive.

33. Conjugate any verb in the pluperfect subjunctive.

34. Construct French sentences using all four subjunctives.

35. Translate into French, English sentences which deal with the four subjunctives.

36. Draw a verb chart for the verbs Dormir, Écrire, Boire. As of this point, students must include the imperfect subjunctive and the pluperfect subjunctive in their verb charts.

37. List ten verbs followed immediately by the infinitive form of another verb.

38. List ten verbs which require the preposition à before an infinitive.

39. List ten verbs which require the preposition de before an infinitive.

40. List the functions of an infinitive.

41. Construct French sentences for each function of the infinitive.

42. Construct French sentences using causative faire.

43. Translate into French, English sentences which deal with causative faire.

44. List five verbs of perception.

45. Construct French sentences using verbs of perception.

46. Translate English sentences into French sentences which deal with verbs of perception.

47. Construct French sentences which deal with the preposition de following a noun or adjective used to introduce an infinitive.

48. Translate English sentences into French sentences which deal with the preposition de following a noun or adjective used to introduce an infinitive.

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49. Construct French sentences which deal with the preposition à following a noun or adjective to introduce an infinitive.

50. Translate English sentences into French sentences which deal with the preposition à following a noun or adjective to introduce an infinitive.

51. Draw a verb chart for the verbs vouloir, pouvoir, savoir.

52. List the rules for the position of object pronouns.

53. Rewrite sentences replacing nouns with the proper object pronouns.

54. Translate into French, English sentences which contain object pronouns.

55. Write the functions of Y and En.

56. Use Y and En in sentences.

57. List the emphatic pronouns.

58. List the rules for the use of emphatic pronouns.

59. Construct French sentences using emphatic pronouns.

60. Translate into French, English sentences which apply to emphatic pronouns.

61. Construct French sentences using demonstrative adjectives.

62. Translate into French, English sentences which contain demonstrative adjectives.

63. Construct French sentences using a demonstrative pronoun.

64. Translate into French, English sentences which deal with demonstrative pronouns.

65. Write the list of possessive adjectives.

66. Construct French sentences using possessive adjectives.

67. Translate English sentences into French sentences which contain possessive adjectives.

68. List the possessive pronouns.

69. Construct French sentences using possessive pronouns.

70. Translate English sentences into French sentences which contain possessive pronouns.

71. Draw a verb chart for the verbs connaitre, naître, hair.

72. List the relative pronouns.

73. Construct French sentences using relative pronouns.

74. Translate into French, English sentences which contain relative pronouns.

75. List the interrogative adjectives and state their functions.

76. Construct French sentences using interrogative adjectives.

77. Translate English sentences into French sentences which deal with interrogative pronouns.

78. List the interrogative pronouns.

79. Construct French sentences using interrogative pronouns.

80. Translate English sentences into French sentences which deal with interrogative pronouns.

81. Draw a verb chart for the verbs dire, faire, conduire.

82. List the types of adjectives that follow nouns.

83. Construct French sentences using the various types of adjectives that follow the noun.

84. Translate English sentences into French sentences which have nouns modified by different types of adjectives.

85. List the three degrees of the comparison of adjectives and adverbs and write examples in French for each degree.

86. Translate English sentences into French sentences which deal with the comparison of adjectives and adverbs.

87. Write in French the comparative forms of the adjective good and the adverb well and give examples in French of the two.

88. Translate English sentences into French sentences which deal with the comparison of good and well.

89. Write the superlative form of an adjective and an adverb in French and give examples for each.

90. Translate English sentences into French sentences which deal with the superlative forms of adjectives and adverbs.

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91. Write the superlative form of the adjective good and the adverb well and give an example in French for each.

92. Translate English sentences into French sentences which deal with the superlative of good and well.

93. Draw a verb chart for the verbs craindre, vaincre and vivre.

94. List the rules for the use of the definite article.

95. Construct French sentences for each of the rules which deal with the use of the definite article.

96. Translate English sentences into French sentences which deal with the definite articles.

97. List the rules for the omission of the definite articles.

98. Construct French sentences which deal with the omission of definite articles.

99. Translate English sentences into French sentences which deal with the omission of the definite articles.

100. State how one identifies a feminine country in French, and tell how one expresses to, at, in from a feminine country in French.

101. State how one identifies a masculine country in French and tell how one expresses to, at, in, from a masculine country in French.

102. Express to, at, in, from a city in French.

103. Draw a verb chart for the verbs courir, mourir, acquérir.

104. Demonstrate mastery of the grammar concepts covered by: (a) writing compositions using the grammar concepts covered; (b) giving oral reports incorporating the grammar concepts covered.

105. Demonstrate a level of proficiency in pronunciation by (a) reading aloud in class; (b) making tapes in the language lab.

106. Demonstrate comprehension of the literary passages contained in a textbook by: (a) answering correctly given questions which deal with the passages; (b) writing a paragraph which summarizes a given passage; (c) incorporating into compositions or oral reports new vocabulary words found in the literary passages.

107. Demonstrate level of proficiency in reading French literature by reading and doing a critical analysis of one of Molliere's plays.

108. Demonstrate oral comprehension of a literary work or passage by answering correctly specific questions based upon a tape that is produced by the teacher.

MAJOR OBJECTIVE: FRENCH III

THE STUDENT WILL INCREASE HIS COMPREHENSION OF THE FRENCH LANGUAGE BY PERFORMING THE FOLLOWING ACTIVITIES.

I. Grammar

Objective #1: The student will increase his comprehension of French grammar by satisfactorily performing the following suggested activities.

Activities:

1. List 10 verbs that are followed immediately by an infinitive.
2. List the functions of the French infinitive.
3. Construct sentences in French using the infinitive form of the verb.
4. Translate English sentences into French using the infinitive form of a verb.
5. List 15 expressions using the verb avoir.
6. Construct sentences in French using expressions with avoir.
7. Translate English sentences into French sentences which contain expressions with avoir.
8. List 8 expressions using the verb faire.
9. Construct sentences in French using expressions with the verb Faire.
10. Translate English sentences into French sentences which contain expressions with the verb faire.
11. List 12 verbs that are followed by the prepostion à to introduce an infinitive.
12. Construct sentences in French using verbs which are followed by the preposition à to introduce the infinitive.
13. Translate English sentences into French sentences which contain verbs that are followed by the preposition à to introduce the infinitive.
14. List 12 verbs that are followed immediately by the preposition de to introduce the infinitive.

15. Construct French sentences using verbs which are followed by the preposition de to introduce the infinitive.

16. Translate English sentences into French sentences which contain verbs that are followed by the preposition de to introduce the infinitive.

17. List 5 verbs which have a person as direct object.

18. Construct French sentences using verbs which are followed by a person as direct object.

19. Translate English sentences into French sentences which contain verbs that have a person as direct object.

20. List 8 verbs that have a person as indirect object.

21. Construct French sentences using verbs which have a person as indirect object.

22. Translate English sentences into French sentences which contain verbs that are followed by a person as indirect object.

23. List the requirements for the subjunctive.

24. List 5 verbs that express will; 4 verbs that express doubt; 5 verbs that express emotion.

25. List 5 impersonal expressions followed by the subjunctive, and 5 impersonal expressions followed by the indicative.

26. List 5 conjunctions that are followed by the subjunctive.

27. Construct French sentences to demonstrate when the conjunctions de sorte que, de maniere que, de façon que are followed by the subjunctive, and when these conjunctions are followed by the indicative.

28. Construct French sentences using the subjunctive in relative clauses.

29. Construct French sentences using the subjunctive in independent clauses.

30. Demonstrate their ability to conjugate avoir and etre in the imperfect subjunctive.

31. Demonstrate their ability to conjugate any verb in the imperfect subjunctive.

32. Demonstrate their ability to conjugate any verb in the pluperfect subjunctive.

33. Construct French sentences using all 4 subjunctives.

34. Translate English sentences into French sentences which deal with the 4 subjunctives.

35. Write the chart for conditional clauses.

36. Construct French sentences using conditional clauses.

37. Translate English sentences into French sentences which deal with conditional clauses.

38. Construct French sentences using depuis and the present tense of the verb.

39. Translate English sentences into French sentences which deal with depuis and present tense of the verb.

40. Construct French sentences using depuis and the imperfect tense of the verb.

41. Translate English sentences into French sentences which deal with Depuis and the imperfect tense.

42. Construct French sentences using devoir as an auxiliary verb.

43. Translate English sentences into French sentences which deal with devoir as an auxiliary verb.

44. Construct French sentences using causative faire.

45. Translate English sentences into French sentences which deal with causative faire.

46. List 5 verbs of perception.

47. Construct French sentences using verbs of perception.

48. Translate English sentences into French sentences which deal with verbs of perception.

49. Demonstrate their ability to use reflexive verbs by selecting and identifying the reflexive verbs contained in a given paragraph.

50. Show that they understand the rule for the agreement of reflexive verbs by:
    a. constructing French sentences using a reflexive verb in a compound tense.
    b. translating into French, English sentences which contain reflexive verbs in a compound tense.
    c. taking a dictation in French.

51. List 10 negative expressions.

52. Construct French sentences using negatives.

53. Translate English sentences into French sentences which contain negatives.

54. Make affirmative statements negative by using the appropriate construction.

55. Construct French sentences using indefinite adjectives.

56. Translate English sentences into French sentences which contain indefinite adjectives.

57. Construct French sentences using indefinite pronouns.

58. Translate English sentences into French sentences which contain indefinite pronouns.

59. List the relative pronouns.

60. Construct French sentences using relative pronouns.

61. Translate English sentences into French sentences which contain relative pronouns.

62. List the interrogative adjectives and state their functions.

63. Construct French sentences using interrogative adjectives.

64. Translate English sentences into French sentences which deal with interrogative adjectives.

65. List the interrogative pronouns.

66. Construct French sentences using interrogative pronouns.

67. Translate English sentences into French sentences which deal with interrogative pronouns.

68. List 15 nouns whose meaning changes according to gender.

69. List 7 adjectives which change in meaning according to their positions.

70. State the general rule for the use of the partitive adjective, and list 4 exceptions to the general rule.

71. Construct French sentences which deal with the partitive adjective.

72. Translate English sentences into French sentences which deal with the partitive adjective.

73. Demonstrate their ability to distinguish among the verbs mener, amener, ramener and emmener by:
    a. constructing French sentences using the appropriate verb.
    b. translating correctly English sentences which deal with those verbs.

74. Demonstrate their ability to distinguish among the verbs porter, apporter, rapporter, and emporter by:
    a. constructing French sentences using the appropriate verb.
    b. translating correctly English sentences which deal with those verbs.

75. List the rules for the use of the definite articles.

76. Construct French sentences for each of the rules which deal with the use of the definite articles.

77. Translate English sentences into French sentences which deal with the definite articles.

78. List the rules for the omission of the definite articles.

79. Construct French sentences which deal with the omission of the definite articles.

80. Translate English sentences into French sentences which deal with the omission of the definite articles.

81. Demonstrate their application of the grammar concepts by:
    a. writing compositions incorporating the grammar concepts covered.
    b. giving oral reports incorporating the grammar concepts covered.

82. Demonstrate application of pronunciation by:
    a. reading aloud in class
    b. making tapes in the language lab.

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II. Literature

Objective #2: The student will increase his comprehension of French literature by performing the following activities.

83. Demonstrate comprehension with French literature of the middle ages by:
    a. listing three works written during this period of time.
    b. completing a critique of one of the three works.

84. Demonstrate comprehension of French literature of the Renaissance period by:
    a. writing a critique of one of Rabelais' satires.
    b. writing a critique of one of DuBellay's poems.
    c. writing a critique of one of Ronsard's poems.
    d. discussing some of Montaigne's essays.

85. Demonstrate knowledge of the 17th century by:
    a. writing a paragraph on Salons Littéraires
    b. writing a paragraph on La Préciosité
    c. writing a paragraph on The Influence of Port Royal
    d. doing a critique of one work of each of the following writers:
        1. Corneille
        2. Racine
        3. Moliere
        4. La fontaine
    e. listing the contributions of Malherbe to French literature.

86. Demonstrate knowledge of the 18th century by:
    a. writing a critique of one of Voltaire's works.
    b. writing a critique of one of Rousseau's works.

87. Demonstrate knowledge of 19th century by:
    a. writing a paragraph on Le Romantisme
    b. discussing the influence of Baudelaire
    c. writing a critique on a work by one of the following writers: Stendhal, Balzac, Hugo, Flaubert, Zola, Maupassant.

88. Demonstrate knowledge of the 20th century by doing a critical analysis of one work from two of the following writers: Gide, Camus, Cocteau, Sartre, Claudel, Valery, Proust.

89. Demonstrate oral comprehension of a literary work or passage by answering correctly specific questions based upon a tape provided by the teacher.

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MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF ITALIAN GRAMMAR BY COMPLETING THE FOLLOWING ACTIVITIES, MINIMUM ACCEPTANCE TO BE DETERMINED BY THE INSTRUCTOR.

Activities:

1. Recite the definite articles in a phrase or brief sentence.
2. Differentiate between the general use of the definite article before masculine nouns as opposed to masculine nouns beginning with s impure or z or vowels.
3. Write and recite the definite articles before feminine nouns beginning with a consonant or a vowel.
4. Write and recite in a phrase or brief sentence the different forms of the indefinite articles before masuline nouns beginning with a consonant or a vowel or s impure or z.
5. Write and recite in a phrase or brief sentence the different forms of the feminine indefinite article before a consonant or a vowel.
6. Identify the gender of the nouns ending in o, a, or e.
7. Identify the plural forms of the nouns ending in o, a, or e.
8. Construct the possession with the preposition di.
9. Identify adjectives.
10. Differentiate between the classes of adjectives of those ending in o or e.
11. Construct phrases or sentences identifying the position and agreement of adjectives.
12. Differentiate between the subject pronouns tu, lei, voi, loro.
13. Use the object pronouns lo, li, la, le.
14. Use the verbs essere and avere.
15. Differentiate between the infinitive endings of the three regular conjugations.
16. Conjugate the present tense of the three regular conjugations in the affirmative, negative, interrogative and negative-interrogative.

17. Conjugate the following verbs: trovare, perdere, finire (-isco verbs) sentire (non-isco verbs).

18. Count and write the cardinal numbers from 1 to 100.

19. Solve simple arithmetical expressions.

20. Tell time.

21. Express the dates using days, months, seasons, and year.

22. Recite and write age.

23. Contract the definite articles with the prepositions a, con, da, di, in, per, and su.

24. Identify the following irregular nouns in both their singular and plural forms: l'uovo - le uova; il dito - le dita; la mano - le mani.

25. Make the agreement of adjectives with nouns of mixed genders.

26. Express the possessive adjectives in phrases or brief sentences.

27. Count from 101 to a million.

28. Differentiate between the cardinal numbers and the ordinal numbers.

29. Use the ordinal numbers from 1 to 20.

30. Conjugate the future of the verbs avere and essere.

31. Differentiate between the present tense and the present perfect (passato prossino).

32. Conjugate the present perfect tense of the three regular conjugations with avere (trovare, perdere, finire, sentire).

33. Conjugate the following verbs with the auxiliary: essere, andare, arrivare, entrare, partire, uscire, venire.

34. Conjugate the present of the following verbs: dare, fare, sapere, dire.

35. Write and recite vocabulary words which are included under the following headings: school, classroom, lesson, homework, language, family, relatives and friends, occupations, adjectives (quantitative, qualitative), articles of clothing, days, months, seasons, and holidays, cardinal numbers, ordinal numbers, arithmetic, time,

animals, fruits, and flowers, nature, country, sea-shore, health, weather, the house, furniture, meals, foods, beverages, eating, utensils, the city, building materials, shopping, social relations, countries, travel, amusements, emotions, quantities, parts of the body.

36. Write and recite the following idiomatic expressions: a domani, a lunedì, a stasera, a tavola, a voce alta, padre e madre, con permesso, dopo di, dopo domani, ecco, eccolo, eccola, eccoli, eccole, e l'una, sono le due, etc., e'mezzanotte, e'mezzogiorno, fare il compito, ieri sera, imparare a memoria, in campagna. in casa, in citta, io ho....anni, l'altro giorno, la settimana prossima, la settimana scorsa, per favore, per piacere, prego, quanti anni ha lei? scusi, sta mattina, stasera, tante grazie, tutti i giorni, va bene, vicino a, a buon mercato, a caro prezzo, al contrario, al di dentro, di fuori, al forno, al pian terreno, al piano superiore, al primo piano, all' ultimo piano, apparecchiare la tavola, aver caldo, aver fame, aver freddo, aver sete, aver sonno, ben cotto, chiudere a chiave, costare a caro, da me, dal calzolaio, dallo zio, etc., dal principio alla fine, davanti a, dietro a, di giorno, di notte, dirimpetto a, far beltempo, far caldo, far cattivo tempo, fare cena, fare colazione, far freddo, fare una domanda a, in fretta, in mezzo a, in orario, in ritardo, l'anno scorso, l'anno venturo, lontano da, prima di, una volta al giorno, al mese, all'anno, una volta la settimana.

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF ITALIAN GRAMMAR BY COMPLETING THE FOLLOWING ACTIVITIES, MINIMUM ACCEPTANCE TO BE DETERMINED BY THE TEACHER.

Activities:

1. Differentiate between the possessives il tuo, il suo, il vostro, il loro.
2. Differentiate between the possessive adjectives il suo and il Suo, il loro and il Loro.
3. Recite the possessive in sentences to show oral knowledge of possessive adjectives.
4. Construct sentences using the possessives to show written knowledge of the possessive adjectives.
5. Distinguish between the interrogative adjectives quale and quanto.
6. Recite the forms of quale and quanto in sentences to develop oral skills.
7. Construct sentences using quale and quanto to develop written skills.
8. List the adjectives poco and molto.
9. Construct sentences to develop the written knowledge of poco and molto.
10. Recite sentences using poco and molto to develop oral abilities.
11. Identify the possessive pronouns.
12. Write and recite the possessive pronouns.
13. Differentiate between the possessive pronouns and possessive adjectives.
14. Construct sentences using the possessive pronouns to develop written skills.
15. Recite sentences using possessive pronouns to develop oral skills.
16. Identify interrogative pronouns chi, che (cosa).

17. Construct sentences to develop written skills.

18. Recite chi, che (cosa) in complete sentences to develop oral skill.

19. List direct object pronouns.

20. List indirect object pronouns.

21. Differentiate between direct and indirect object pronouns.

22. Recite direct and indirect object pronouns in a laboratory exercise.

23. Construct sentences contrasting the use of the indirect object pronouns and the direct object pronouns.

24. Recite the demonstrative pronouns questo, quello.

25. Identify, by reciting the passato remoto and passato prossimo of the following verbs: aprire, chiudere, dare, dire, fare, leggere, mettere, rispondere, prendere, scendere, scrivere.

26. Develop a dialogue to recite the above verbs in the passato remoto and passato prossimo in oral communication.

27. Differentiate between the passato remoto and passato prossimo by contrasting them in written and oral exercises.

28. List the imperfect tense of essere, avere and the three regular conjugations.

29. Recite the imperfect tense in oral sentences and paragraphs.

30. Construct sentences to differentiate the imperfect and the past absolute.

31. Construct sentences to differentiate the imperfect and the present perfect.

32. Compare the imperfect, the past absolute, and the present perfect.

33. Construct a composition using the imperfect, the past absolute and the present perfect.

34. List the future of verbs ending in -care, -gare, -ciare, -giare; dimenticare, pagare, incominciare, mongiare.

35. Identify verbs forming compound tenses with essere.

36. Differentiate between verbs forming compound tenses with essere and avere.

37. List passato remoto of regular verbs and andare, venire, salire.

38. Construct a play reciting irregular nouns (ending in co, go, gia, ista), (ending in o having feminine plural in a; il braccio, le braccia, il labbro, le labbra; il muro, le mura; il lenzuolo, le lenzuola), irregular adjectives such as bianco, lungo, ricco, relative pronouns che, il quale, cui, il cui, colui che, colei che, quello che; interrogative pronouns, demonstrative pronouns; pronoun objects with imperatives; pronoun objects with ecco; verbs: passato remoto of essere, avere, fare, chiudere, dare, dire, leggere, mettere, sapere, scrivere; imperative mood (regular conjugations) affirmative and negative forms of irregular verbs, reflexive verbs.

MAJOR OBJECTIVE

THE STUDENT WILL DISPLAY APPLICATION IN THE USE OF THE ITALIAN LANGUAGE BY COMPLETING THE FOLLOWING ACTIVITIES, MINIMUM ACCEPTABLE PERFORMANCE TO BE DETERMINED BY THE TEACHER.

Activities:

1. Recite sentences using the definite articles before names of peoples and languages, before nouns in general and abstract sense, before names of countries and regions, with expressions of time, with partitive expressions, before an infinitive when the infinitive is used as a subject or a direct object.

2. Recite sentences omitting the indefinite article before an unmodified noun denoting a profession, nationality, race, or religion, before nouns in apposition, after che in an exclamation, after da.

3. Identify adjectives and their forms, agreement, and position.

4. Construct a paragraph using adjectives.

5. Recite comparison of adjectives both regular and irregular comparisons.

6. Differentiate between the use of di and che in a comparison.

7. Recite the use of di in sentences after a superlative.

8. Recite the absolute superlative in-issimo.

9. Contrast the use of the regular superlative -issimo and the repetition of the adjective.

10. List additional irregular nouns to be added to those already in Levels I and Level II: l'osso, le ossa, il miglio, le miglia, il centinaio, le centinnaia, la virtù, le virtù.

11. Recite nouns ending in suffixes which form the following: the diminutives, augmentatives, pejoratives.

12. Differentiate in written and oral form the following kinds of pronouns: personal, double object pronouns, disjunctive, possessive, demonstrative, relative.

13. Identify adverbs.

14. Construct adverbs.

15. Compare adverbs.

16. Recite the comparison of bene, male, molto, poco.

17. Construct the simple and compound tenses of the following irregular verbs: piacere, andarsene, bere, valere, parere, tradurre, cogliere, correre, stare, uscire, cadere, conoscere, rimanere, vedere, prendere, nascere, morire, decidere, udire.

18. Identify the subjunctive tenses.

19. Construct sentences using the subjunctive mood with impersonal expressions, verbs of doubt, wishing, emotion, conjunctions, indefinite antecedents, superlatives.

20. Construct sentences using the infinitive replacement for the subjunctive.

21. Compare the subjunctive mood, the indicative and the conditional.

22. Recite the conditional mood.

23. Construct the conditional sentences.

24. Identify the passive voice.

25. Differentiate between the passive voice and the active voice.

26. Alternate the reflexive for the passive by use of si.

27. Recite the tenses of the modal auxiliaries dovere, valere, potere.

28. Construct sentences using dopo as it relates to the verb phrase.

29. Recite the use of in or (in or A) before the names of countries, regions, and cities.

30. Construct dialogue, plays, essays, monologues containing the following topics: making appointments; asking directions; describing actions needed for using means of

transportation; the theater, the usher, the program, the seats; the library, the type of book, the librarian, borrowing; procuring goods and services; expressing regret, sympathy, appreciation, agreement, disagreement, surprise; expressing social amenities,; expressing interpersonal relationships; expressing leavetaking at the end of an activity.

31. Construct dialogues, plays, essays, monologues, expressing the following topics for conversational purposes of everyday activities: at the department store; at the service station; at the barber's (beauty salon); at the men's clothing shop (dress shop); at the railroad station; at the airport; in the subway (the bus); at the examination; appointment at a restaurant; at a sports event.

32. Construct dialogues and plays, essays, monologues expressing the following topics for conversational purposes of cultural activities: at the library, at the bookstore, visit to an art museum, at a concert (at the œra); a television program; a radio news broadcast; a trip of cultural interest; a foreign newspaper (magazine); an article in a foreign newspaper (magazine).

33. Recite topics (in connection with reading) of the following nature: a great historical personage; a great scholar, scientist or artist; my hero; an interesting character; a book that I have read; a good movie that I saw; an interesting event; my future career.

34. Identify the following dates and their importance: April 21st (753 B.C.) founding of Rome; 1492 Columbus; 1861: Italy unified under King Vittorio Emanuele II; 1870: Vittorio Emanuele seized the Papal States, including Rome; 1915: Italy entered World War I on the side of the allies; 1922: Benito Mussolini became dictator of the Fascist regime; 1940: Italy entered World War II on the side of Germany; 1943: Italy surrendered to the allies; Italy became a republic, Luigi Einaudi first president; 1949: Italy enters NATO; 1958: Political elections. The government remains in the hands of center parties dominated by the Christian Democrats, who recover lost ground. The Socialist and Communist parties gain.

35. Identify the following names of historical importance: Romulus and Remus; Caesar, Hadrian, Marco Polo, Cristofaro Colombo, the Medici Family, Mazzini, Cavour, Garibaldi, Vittorio Emanuele II, Mussolini, Alcide de Gasperi, Amintore Fanfani.

36. Identify the following names of musical importance: Guido d'Arezzo, Palestrina, Stradivari, Monteverdi, Rossini, Donizetti, Verdi, Bellini, Mascagni, Puccini, Leoncavallo, Toscanini, Caruso, Gigli, Ezio Pinza, Renata Tebaldi.

37. Identify the following names of artistic importance: Ciambue , Giotto, Fra Angelico, Botticelli, Leonardo Da Vinci, Michelangelo, Raffaele Sanzio, Tiziano Vecellio, Modern painters: De Chirico, Modigliani, Campigli, Morandi, DePisis, Carra.

38. Identify the following names of literary importance: Dante Alighieri (Divine Comedy), Petrarca (lyric poet, sonnets), Boccaccio (Decameron), Machiavelli (The Prince), Ariosto (16th century - Orlando Furioso), Torquato Tasso (16th century - Gerusalemme Liberata), Alfieri and Goldoni: Dramatists; Leopardi (19th century), Pellico (Le Mie Prigioni), Manzoni (novelist), Carducci: Classical Poetry; Pirandello (20th century dramatist); Gabriele D'Annunzio (20th century poet, novelist, dramatist); Papini (20th century) life of Christ; Verga (19th-20th century) short stories; Grazia Deledda (20th century) novelist, Nobel Prize Winner; Ignazio Silone (20th century) novelist; Alberto Moravia (20th century) poet, won Nobel Prize in 1959.

39. Identify the following names of scientific importance: Galileo (16th-17th century) telescope; Torricelli (17th century) Barometer; Malpighi (17th century) b lood c irculation; Galvani (18th century) invented galvanometer; Bolta (18th century) electrical physicist; Marconi (19th-20th century) invented the wireless; Fermi (20th century) physicist - studied atomic fission, Nobel Prize in 1938.

40. Compare Italy as a democratic government: The Republic, The President, The Prime Minister, The Parliament.

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MAJOR OBJECTIVE: ITALIAN IV

THE STUDENT WILL DEVELOP A VALUE FOR THE ITALIAN LANGUAGE AND CULTURE AS MEASURED BY HIS ABILITY TO PERFORM THE FOLLOWING ACTIVITIES DETERMINED BY CONSULTATION WITH STUDENT AND TEACHER.

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Activities:

1. Lead foreign language recitations (vocabulary review, choral reading, etc.)
2. Act as class leader in correcting boardwork.
3. Act as class secretary (roll call, minutes, etc.).
4. Read dictation or audio-comprehension passages to the class.
5. Construct foreign language dialogues or skits for class dramatization (under teacher's direction).
6. Create drill sequences, games or contests for class use.
7. Summarize a passage from an entire story in the foreign language.
8. Write and present to the class a supplementary reading report.
9. Recite experiences abroad or at foreign language cultural centers in the United States.
10. Provide current events materials for the class bulletin board and lead discussion thereon.
11. Provide to class and demonstrate realia (costumes, implements, books and periodicals, travel folders, stamps, coins, picture postcards, passports, recordings, maps, menus, travel literature, travel diaries, etc.)
12. Construct a class scrapbook.
13. Construct posters and charts for classroom display (verb, idiom, vocabulary or proverb charts; illustrations of scenes from stories read in class, with foreign language captions; drawing of a room with furniture, a house, a vehicle, a machine or a household appliance with parts labeled in the foreign language, etc.)

14. Write and construct for presentation a cultural program in class (national celebrations, religious holidays, historical events, biography of a foreign celebrity, foreign songs, narration of an opera with recorded excerpts, folk dances, foreign styles and fashions, etc.).

15. Participate in department activities which will;

    a. produce foreign language publications.

    b. lead foreign language clubs and honor societies.

    c. maintain the department bulletin board.

    d. run the department audio-visual service.

    e. keep records of supplementary reading program.

    f. tutor pupils who need help.

    g. provide interpreter and guide services for parents, new arrival from foreign countries, and non-English speaking visitors.

    h. maintain the foreign language office information center (college entrance requirements in foreign language, scholarship opportunities, foreign language summer schools, study abroad, student exchange, foreign language contests, sample tests, vocational opportunities in foreign languages, etc.).

    i. handle subscriptions to foreign language student publications, sale of foreign language paperback dictionaries, etc.).

    j. contact and engage a "pen-pal" for tape exchange with other schools abroad and in the United States.

    k. promote foreign language activity exchanges with other schools.

    l. present a foreign language assembly program, exhibit, fair or demonstration.

    m. assist in the operation and supervision of the language laboratory.

16. Go on trips, (museums, theatres and movies, concerts and operas, foreign restaurants, foreign

language broadcasts, editorial offices of foreign language newspapers, foreign cultural centers, embassies, travel agencies, libraries, etc.)

17. Attend and participate in foreign cultural, social and festival programs (local colleges, foreign language teachers' organizations, civic organizations, etc.)

18. "Adopt" a school, orphanage or town in a foreign country and send clothes, books and educational supplies.

19. Tutor in foreign language community projects.

20. Enter national foreign language contests.

21. Maintain liaison with alumni who are specializing in foreign languages and invite them to speaking engagements.

22. Promote an interest in and the ability to pursue vocational or avocational activities which depend on the knowledge of the foreign language.

23. Identify and know events embracing "Il Medioevo e la sua fine."

24. Construct "Lo sviluppo della lingua Italiana."

25. Identify "L"umanesimo".

26. Identify "Forme dello stato."

27. Identify "Il Rinascimento."

28. Construct "Lo sviluppo delle Scienze"

29. Identify "La commedia dell 'arte e la sua fine."

30. Identify "gli inizi del Risorgimento."

31. Identify "Il Risorgimento."

32. Identify "Dal romanticismo al verismo."

33. Recite on topics related to cultural topics.

34. Formulate questions based on reading selections.

35. Paraphrase orally topics read and discussed.

36. Write summaries of cultural topics.

37. Write biographies of authors studied.

38. Write reports on literary periods studied.

39. Write book reports on supplementary reading.

40. Critique an oral discussion on topics studied.

LEVEL OBJECTIVE I: PRONUNCIATION

THE STUDENT WILL APPLY KNOWLEDGE OF THE PRONUNCIATION OF SPANISH WORDS BY COMPLETING THE ACTIVITIES INCLUDED IN THIS SECTION AT A LEVEL OF COMPETENCY ACCEPTABLE TO THE TEACHER. STUDENTS ENGAGE IN AURAL-ORAL ACTIVITIES IN CONJUNCTION WITH PREPARED TAPES AND A LANGUAGE LABORATORY.

Activities:

The following outline suggests the major emphasis of activities:

1. Pronunciation
   a. the alphabet
   b. new phonetics (vowel system)
   c. a study and practice of the problem sounds in Spanish. (c,z), (j), (ll), (n), (r, rr)
   d. Speech differences (the seseo and the ceceo) (v and b)
2. Listening and Comprehending
   a. Vowels are clear and conspicuous.
   b. All syllables have the same stress.
3. Imitation
   a. Reproduction of short model phrases

LEVEL OBJECTIVE II:

THE STUDENT WILL DISPLAY KNOWLEDGE OF FUNDAMENTAL ELEMENTS OF SPANISH GRAMMAR AND THE ABILITY TO SPEAK BASIC SPANISH BY COMPLETING THE FOLLOWING ACTIVITIES, MINIMUM ACCEPTANCE TO BE DETERMINED BY THE INSTRUCTOR.

Activities:

1. Identify and recite the definite articles.
   The definite articles (el, los, la, las) are often used to identify the gender and number of Spanish nouns.

2. Given orally an incomplete sentence in Spanish in which one or more nouns require definite articles, complete the sentences with correct structure and acceptable pronunciation and intonation.

3. Given an incomplete written sentence in Spanish in which one or more nouns require definite articles, complete the sentence with correct structure.

4. Determine the correct form of the indefinite article to be used with each given noun. The indefinite article (un and una) may be used to identify the gender of Spanish nouns.

5. Given a visual cue and oral question in Spanish dealing with object recognition, respond orally (or in writing) using the indefinite article with correct structure and acceptable pronunciation and intonation.

6. Construct the possessive with the preposition (de).

7. Given an oral question in Spanish dealing with possession and a person cue, respond orally using the possessive noun form with correct structure and acceptable pronunciation and intonation.

8. Given a written or oral question in Spanish dealing with possession and a person cue, respond in writing using the possessive noun form with correct signature, spelling and punctuation.

9. Given an oral sentence in Spanish and an adjective cue, restate the sentence using the adjective with correct structure (acceptable position, proper agreement) and acceptable pronunciation and intonation.

10. Given a written sentence in Spanish and an adjective cue, rewrite the sentence using the adjective with correct structure (acceptable position, proper agreement).

11. Recite the cardinal numbers 0-100.

12. List and recite the subject pronouns.

13. Identify the forms of the present indicative tense of regular first conjugation verbs. First conjugation verbs are identified by their infinitive ending ar.

14. Identify the forms of the present indicative tense of regular second conjugation verbs. Second conjugation verbs are identified by their infinitive ending er.

15. Identify the forms of the present indicative tense of regular third conjugation verbs. Third conjugation verbs are identified by their infinitive ending ir.

16. Given an incomplete sentence orally in Spanish and a verb cue consisting of any regular ar, er, or ir verb, say the complete sentence with the correct form of the verb in the present indicative tense.

17. Given an incomplete written sentence in Spanish and a verb cue consisting of any regular ar, er or ir verb, write the complete sentence with the correct form of the verb in the present indicative tense.

18. Contract the prepositions a and de with the definite articles.

19. Given an incomplete sentence in Spanish ending in the preposition a or de and a cue consisting of an article plus noun, complete the sentence using a contraction whenever necessary.

20. Express possessive adjectives in brief phrases and determine the gender and number of possessives when used with nouns.

21. Given an oral question in Spanish containing a possessive noun form, answer orally using a possessive adjective with correct structure and acceptable pronunciation and intonation.

22. Given a written or oral question in Spanish containing a possessive noun form, write the answer using a possessive adjective with correct structure, (position, agreement) spelling and punctuation.

23. Identify and use personal a in short Spanish sentences. Note the exceptions.

24. Use the idiomatic expression tener que + infinitive in short original sentences.

25. Given an oral question dealing with time and a visual cue, answer with correct structure and acceptable pronunciation and intonation.

26. Given an oral or written question in Spanish dealing with time, and a visual cue, write the answer with correct structure, spelling and punctuation.

27. Use the correct form of the demonstrative adjectives with a familiar vocabulary.

28. Given a demonstrative adjective cue and an incomplete sentence in Spanish, complete the sentence with the correct form of the appropriate demonstrative adjective.

29. Use the following prepositions in short original sentences. (delante de, alrededor de, detras de, al lado de, despues de)

30. Form the interrogative of all verbs in the present tense. There are three ways of forming questions in Spanish.

31. Identify the forms of the present tense of the following irregular verbs. (tener, ir, ser, estar and ver)

LEVEL OBJECTIVE:

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF SPANISH GRAMMAR AND HIS ABILITY TO SPEAK SPANISH BY COMPLETING THE FOLLOWING ACTIVITIES, MINIMUM PERFORMANCE TO BE DETERMINED BY THE INSTRUCTOR.

Activities:

1. Given an oral question in Spanish in the positive, restate orally the question in the negative with good structure and acceptable pronunciation and intonation.

2. Given a written or oral question in Spanish in the positive, rewrite the question in the negative with correct structure, spelling and punctuation.

3. Given an incomplete sentence in Spanish with an idiom requiring the verb hacer or tener, state the correct form of the appropriate verb.

4. Given an incomplete sentence in Spanish and the cue "ser or estar", complete the sentence with the correct form of the appropriate verb.

5. Express the date in Spanish using days, months, seasons and year with correct structure and acceptable pronunciation and intonation.

6. List and use object pronouns after prepositions in short phrases.

7. List the relexive pronouns and use them with verbs from all three conjugations.

8. Given a simple incomplete sentence in Spanish and a verb cue consisting of a reflexive verb vs. a simple verb, state the correct form of the appropriate verb in the present tense.

9, Use the verb gustar in short original sentences.

10. Conjugate vowel changing verbs (e to ie, e to i, o to ue) in the present indicative tense.

11. Distinguish between the verbs jugar and tocar.

12. Form the present progressive tense of all regular and irregular verbs already learned.

13. Use the present progressive tense in short original sentences.

14. Distinguish between the verbs conocer and saber.

15. Recite the direct object pronouns.

16. Given a written or oral sentence in Spanish with a direct object noun, rewrite or restate the sentence using a direct object pronoun with correct structure, spelling and punctuation.

17. Given a written or oral sentence in English, use correctly: vez, tiempo, lora, and rato.

18. Recite numbers 100-1,000,000.

19. Identify and use the formal imperative forms of all regular verbs. The imperative forms are usually taken from the third person of the present tense.

20. Identify and use the imperative forms of all irregular verbs. The imperative forms of irregular verbs are usually taken from the first person of the present tense.

21. Determine the correct position of object pronouns when used with the following verb structures; the imperative, the present participle and the infinitive.

22. List and recite the indirect object pronouns.

23. Given an oral sentence in Spanish with an indirect object noun, restate the sentence using an indirect object pronoun with correct structure and acceptable pronunciation and intonation.

24. Given a written or oral sentence in Spanish with an indirect object noun, rewrite the sentence using an indirect object pronoun with correct structure, spelling and punctuation.

25. Conjugate the "preterito" of the three regular conjugations.

26. Given an incomplete sentence orally in Spanish and verb cue consisting of an ar, er, or ir verb, say the complete sentence with the correct form of the verb in the preterite indicative tense.

27. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, or ir verb, write the complete sentence with the correct form of the verb in the preterite indicative tense.

28. Conjugate the "imperfecto" of the three regular conjugations.

29. Given an incomplete sentence orally in Spanish and verb cue consisting of an ar, er, or ir verb, say the complete sentence with the correct form of the verb in the imperfect tense.

30. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, or ir verb, write the complete sentence with the correct form of the verb in the imperfect indicative tense.

31. Given several sentences in English, either written or oral, write or state the sentences in Spanish using the correct forms of either the perfect or imperfect tense.

LEVEL OBJECTIVE:

THE STUDENT WILL INCREASE COMPREHENSION OF THE SPANISH LANGUAGE AND HIS ABILITY TO SPEAK SPANISH BY COMPLETING THE FOLLOWING ACTIVITIES AS MEASURED BY TEACHER JUDGMENT, OBSERVATION AND TESTS.

Activities:

1. Given an oral sentence in Spanish in the singular, restate the sentence in the plural with correct structure (position, agreement) and acceptable pronunciation and intonation.

2. Given a written or oral sentence in Spanish in the singular, rewrite the sentence in the plural with correct structure (position, agreement), spelling and punctuation.

3. Differentiate between: (despedir, despedirse) (divertir, divertirse) (dormir, dormirse) (hacer, hacerse) (ir, irse) (levantar, levantarse) (llamar, llamarse) (poner, ponerse) (quitar, quitarse)

4. Given an incomplete sentence in Spanish and a verb cue consisting of a reflexive verb vs. a simple verb, state the correct form of the appropriate verb for a given tense.

5. Form and recite the present perfect indicative tense.

6. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, or ir verb, say the complete sentence with the correct form of the verb in the present perfect indicative tense.

7. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, or ir verb, rewrite the complete sentence with the correct form of the verb in the present perfect indicative tense.

8. List and use the irregular past participles of the following verbs: abrir, cubrir, escribir, romper, ver, morir, poner, volver, decir and hacer.

9. Form the pluscuamperfecto of all three conjugations.

10. Given an incomplete sentence orally in Spanish and a verb cue consisting of any ar, er or ir verb, say the complete sentence with the correct form of the verb in the pluperfect indicative tense.

11. Given an incomplete sentence written or orally in Spanish and a verb cue consisting of any ar, er or ir verb, write the complete sentence with the correct form of the verb in the pluperfect indicative tense.

12. Determine the difference in meaning with bueno, malo and listo when used with ser and estar.

13. Form the preterito of regular verbs of the 3 conjugations.

14. Given an incomplete sentence orally in Spanish and a verb cue consisting of any ar, er, or ir verb, say the complete sentence with the correct form of the verb in the preterite indicative tense.

15. Given an incomplete sentence written or orally in Spanish and a verb cue consisting of any ar, er, or ir verb, write the complete sentence with the correct form of the verb in the preterie indicative tense.

16. Identify verbs that change i to y in the preterito.

17. Differentiate between the verbs jugar and tocar.

18. List and use the preterite of the irregular verbs - tener, ir, ser, hacer, decir, dar, saber, poner, poder, andar, estar, querer, venir and traducir.

19. Use the ordinal numbers (first - tenth.)

20. Given an incomplete sentence in Spanish with an ordinal number cue, complete the sentence with correct structure (position and agreement)

21. Differentiate between the verbs pedir and preguntar.

22. Identify and use the passive voice.

23. Differentiate between the passive voice and the active voice.

24. Differentiate the reflexive for the passive by the use of se.

25. Differentiate between poco and pequeno.

26. Identify and use verbs that require prepositions in front of the infinitive.

27. Form the gerundio or present participle of regular and irregular verbs of the three conjugations.

28. Construct sentences using direct and indirect object pronouns with infinitives, gerunds and commands.

29. Given a sentence in Spanish and a cue consisting of an adjective to be shortened before a masculine noun, state the correct form of the adjective.

30. Differentiate between (él, el) (sí, si) (mí, mi) (dé, de) (Té, te) (qué, que) (sólo, solo) (sé, se) (cómo, como)

31. Recite the future indicative tense of regular and irregular verbs. (The future tense has one set of endings for all 3 conjugations.)

32. Given an incomplete sentence orally in Spanish and a verb cue consisting of any ar, er, or ir verb, say the complete sentence with the correct form of the verb in the future indicative tense.

33. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, or ir verb, write the complete sentence with the correct form of the verb in the future indicative tense.

34. Recite the future in original sentences to imply probability.

35. Differentiate between demonstrative adjectives and demonstrative pronouns.

36. Form the conditional tense of regular and irregular verbs. The conditional tense has one set of endings for all three conjugations.

37. Given an incomplete sentence orally in Spanish and a verb cue consisting of any ar, er, or ir verb, say the complete sentence with the correct form of the verb in the conditional indicative tense.

38. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, or ir verb, write the complete sentence with the correct form of

the verb in the conditional indicative tense.

39. Use the conditional tense in original sentences to express probability in the past.

40. Write and recite the possessive pronouns.

41. Differentiate between the use of gastar and pasar.

42. Conjugate verbs which end in cer and cir in the present and preterite indicative tenses.

43. Given an oral sentence in Spanish with a direct object noun and an indirect object noun, restate the sentence using a direct object pronoun and an indirect object pronoun with correct structure and acceptable pronunciation and intonation.

44. Given a written or oral sentence in Spanish with a direct object noun and an indirect object noun, rewrite the sentence using a direct object pronoun and an indirect object pronoun with correct structure, spelling and punctuation.

45. Differentiate between saber and conocer.

46. Conjugate verbs which end in car, gar zar. In the present and preterite indicative tense.

47. Conjugate verbs which end in ger, gir, guir, In the present and preterite indicative tense.

48. Differentiate between the use of para and por.

49. Given an incomplete sentence in Spanish and the preposition "cue "por o para", complete the sentence with the correct term.

50. Differentiate between hacerse, pornerse, and llegar a ser.

51. Know the comparative and superlative forms of regular and irregular adjectives.

52. Express that of and those of in Spanish.

53. Conjugate verbs which end in uir in the present, imperfect, preterite and present participle.

54. Given an incomplete interrogative sentence in Spanish and the cue "cual, que", complete the sentence choosing the correct interrogative term.

55. Differentiate between pais, campo, and patria.

56. Differentiate between relative pronouns que, quien, lo que and cuyo.

57. Differentiate between sino and pero.

58. Conjugate regular and irregular verbs of the three conjugations in the present subjunctive tense.

59. Given an incomplete sentence orally in Spanish and a verb cue consisting of any ar, er, or ir verb, say the complete sentence with the correct form of the verb in the present subjunctive.

60. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, or ir verb, write the complete sentence with the correct form of the verb in the present subjunctive.

61. Given a topic in Spanish based on a personalized situation, make at least three statements about the topic, ask fellow classmates at least three related questions, and answer at least three related questions, with acceptable pronunciation of individual sounds, with accurate production of the patterns of rhythm and melody, and with correct structure.

62. Given a topic in Spanish, write a paragraph of at least five sentences in accordance with the following criteria.

    a. have an introductory, topic, and closing sentence.

    b. use correct grammatical structure.

    c. use correct spelling and punctuation.

63. Given a topic in Spanish, write a composition of up to three paragraphs in accordance with the following criteria:

    a. have an introductory (topic), and closing paragraph.

    b. use correct grammatical structure.

    c. use correct spelling and punctuation.

SPANISH: FOURTH YEAR

MAJOR OBJECTIVE

THE STUDENT WILL INCREASE HIS KNOWLEDGE OF SPANISH GRAMMAR FOR THE PURPOSE OF WRITTEN COMPOSITION AND SPEAKING FLUENTLY IN SPANISH BY COMPLETING THE FOLLOWING ACTIVITIES, MINIMUM PERFORMANCE TO BE DETERMINED BY THE TEACHER.

Activities

1. Conjugate the regular and irregular verbs of the three conjugations in the present subjunctive tense.

2. Differentiate between a sentence that takes subjunctive and indicative.

3. Given an incomplete sentence orally in Spanish and a verb cue consisting of any -ar, -er, -ir verb, say the complete sentence with the correct form of the verb in the present subjunctive.

4. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, ir verb, write the complete sentence with the correct form of the verb in the present subjunctive.

5. Use the present subjunctive to express commands.

6. Conjugate radical changing verbs in the present subjunctive.

7. Conjugate the present perfect subjunctive of verbs.

8. Conjugate the present subjunctive of ortographical changing verbs.

9. Express those who, he who in Spanish.

10. Express the use of the definite article with nouns used in a general sense.

11. Conjugate the regular and irregular verbs of the three conjugations in the imperfect subjunctive tense.

12. Differentiate between the use of present subjunctive and imperfect subjunctive.

13. Given an incomplete sentence orally in Spanish and a verb cue consisting of any ar, er, ir verb, say the complete sentence with the correct form of the verb in the imperfect subjunctive.

14. Given an incomplete written sentence in Spanish and a verb cue consisting of any ar, er, ir verb, write the complete sentence with the correct form of the verb in the imperfect subjunctive.

15. Express the adverbial conjugation in Spanish.

16. Differentiate between a prepositional phrase and an adverbial conjunction.

17. Differentiate between alguien -nadie; alguno-ninguno; algo-nada.

18. Express the use of the subjunctive mood in adjective clauses.

19. Express the use of lo with adjectives.

20. Express the use of hacer with a present indicative verb in a time clause.

21. Differentiate between the formal and familiar commands.

22. Given the infinitive of any ar, er, ir verb in Spanish, say the formal command and the familiar command first in the positive, then in the negative.

23. Express the use of the imperfect subjunctive in conditional clauses.

24. Given an incomplete oral sentence in Spanish and the cue si complete the sentence choosing the correct verb form.

25. Given an incomplete written sentence in Spanish and the cue si, write the complete sentence in Spanish using correct form of the verb.

26. Differentiate between como and como si.

27. Differentiate between faltara, echar de menos, and perder.

SPANISH CULTURE AND CIVILIZATION

MAJOR OBJECTIVE

THE STUDENT ENROLLED IN JR. HIGH SPANISH CLASS WILL DEVELOP A VALUE FOR THE SPANISH LANGUAGE AND CULTURE AS MEASURED BY HIS ABILITY TO PERFORM THE FOLLOWING ACTIVITIES, DETERMINED BY TESTING OR CONSULTATION BETWEEN STUDENT AND TEACHER.

I. Interest in the study of Spanish

Activities

1. Identify Spanish people which have played an important part in shaping the history of the Western Hemisphere.
2. Indicate how Spanish people influenced the southwestern region of the United States.
3. Indicate the ways in which Spanish food, dress, music, furniture, architecture and arts have influenced America.

II. Taking an imaginary trip through Spain, Mexico and South America.

Activities

1. List the various modes of travel in Spain, Mexico, and South America.
2. Recognize the difference between pesetas, pesos, bolivares.
3. Recognize the characteristics of Spanish landscapes, streets, buildings and stores.
4. Describe the difference between the landscape of Spain, Mexico and South America.

III. Visiting a home in Spain

Activities

1. Relate how the typical Spanish family lives.
2. Describe the types of houses, rooms, furnishings and typical meals of Spanish families.
3. Identify amusements and sports which are popular in Spain, Mexico and South America.
4. Describe the art of bullfighting.

IV. Physical features of Spain, Mexico and South America.

Activities

1. Identify the size, population and boundaries of Spain, Mexico and the Spanish speaking countries of South America.

2. Identify and list on a map of Spain, Mexico and South America the principal mountain ranges, the principal cities and the major rivers.

3. Associate certain industries with certain regions of Spain, Mexico and South America.

4. Explain the different type of climate between Spain, Mexico and South America.

V. Historical background

Activities

1. List the different tribes of people which invaded Spain and their importance, beginning with the Iberians.

2. List important events and dates in the history of Spain.

3. Recognize the names of outstanding personalities in the history of Spain.

4. List names and dates of Spanish holidays.

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